

## Course Description Form

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|---|---|
| 1. Course Name:   |   |
| Hospital systems and design   |   |
| 2. Course Code:   |   |
| WBM-51-07   |   |
| 3. Semester / Year:   |   |
| Semester  |   |
| 4. Description Preparation Date:                                    |   |
| 2025-12-11  |   |
| 5. Available Attendance Forms:                                      |   |
| presence in the classroom   |   |
| 6. Number of Credit Hours (Total) / Number of Units (Total)         |   |
| 30 Hours / 2 Units  |   |
| 7. Course administrator's name (mention all, if more than one name) |   |
| Name: Natiq A. Omran<br>Email: nataq.az@uowa.edu.iq                 |   |
| 8. Course Objectives  |   |
| <b>Course Objectives</b>  | <p>To increase student knowledge in the field of designing hospitals and recent trends associated with developing hospitals concerning general and specialized buildings, gardens, waiting areas, traffic routes, ventilation system, safety, etc...</p> <p>To enable him from dealing with different future modifications about adding additional departments or medical devices.</p>          |
| 9. Teaching and Learning Strategies                                 |   |
| <b>Strategy</b>   | <p>1- Making the student able to demonstrate real knowledge of hospital systems and design concepts during the academic level and their applications.</p> <p>2- Learn the fundamental hospital departments and their size, medical devices included, ventilation requirements, sterilization procedures, etc.</p> <p>3- Learn and understand modern solution methods in modification cases.</p> |

## 10- Module Aims, Learning Outcomes and Indicative Contents

|                                 |   |
|---------------------------------|---|
| <b>Module Aims</b>              | <ol style="list-style-type: none"> <li>1. To develop student knowledge in hospital design principles and modern trends in healthcare facilities.</li> <li>2. To understand general and specialized hospital buildings, including circulation, ventilation, safety systems, and public areas.</li> <li>3. To prepare students to plan for future modifications involving new departments or medical equipment.</li> <li>4. To strengthen the student's ability to apply hospital design concepts in real architectural and biomedical contexts.</li> </ol>   |
| <b>Module Learning Outcomes</b> | <ol style="list-style-type: none"> <li>1. Demonstrate a comprehensive understanding of hospital systems and design principles.</li> <li>2. Identify the main hospital departments, their functions, required spaces, and associated medical equipment.</li> <li>3. Explain ventilation, sterilization, and environmental safety requirements in hospital design.</li> <li>4. Analyze healthcare facility distribution models, including centralization, decentralization, and network hospitals.</li> <li>5. Evaluate care pathways and spatial organization within hospital departments such as maternity, outpatient, and inpatient areas.</li> <li>6. Apply evidence-based design concepts to create healing and patient-centered environments.</li> <li>7. Describe zoning, traffic flow, way finding systems, and the role of public spaces in hospital design.</li> <li>8. Assess the planning needs of treatment areas including diagnostic imaging, operating theaters, ICUs, and emergency departments.</li> <li>9. Examine global case studies of general, children's, and university hospitals to identify best design practices.</li> <li>10. Propose solutions and modifications to hospital layouts for future needs or new technologies.</li> <li>11. Integrate modern design strategies to enhance patient safety, workflow efficiency, and environmental comfort.</li> <li>12. Apply theoretical hospital design knowledge to real-world architectural or biomedical scenarios.</li> </ol> |
| <b>Indicative Contents</b>      | <ol style="list-style-type: none"> <li>1- Circuit Theory of Healthcare Architecture: definitions, spatial relationships, and functional planning.</li> <li>2- Hospital design approaches: centralization vs. decentralization, networked healthcare systems.</li> <li>3- Evidence-Based Design for healing environments.</li> <li>4- Public spaces: circulation systems, entrances, wayfinding, waiting areas, gardens, and patient-centered zones.</li> <li>5- Treatment areas: outpatient clinics, inpatient wards, operating theaters, imaging units, ICU, emergency department, and laboratories</li> </ol>   |

| 11–Course Structure |       |                            |   |                                  |  |
|---------------------|-------|----------------------------|---|----------------------------------|--|
| Week                | Hours | Required Learning Outcomes | Unit or subject name  | Learning method                  | Evaluation method                                  |
| 1 +2+3              | 4     | Introduction               | Defining the hospital, the Perspective of the Patient, Healthcare as a Public Service, T Business Case for Hospitals, Changing Healthcare Needs.  | Lectures presented PDF format    | Daily exams + homework assignments + monthly exams |
| 4+5+6               | 4     | DESIGNING HOSPITALS:       | Distribution of Healthcare Facilities: Centralization, Decentralization and the Network Hospital, The Design of Hospitals: Care Pathways, Processes and Spaces: The Example of the Maternity Department, Evidence-Based Design for Healing Environments, The Building Type and its Emergence. | Lectures presented in PDF format | Daily exams homework assignments monthly exams     |
| 6+7                 | 4     | Limits and continuity      | Limits: Introduction, limits found numerically and Algebraically, examples. Continuity: Introduction, Examples Evaluating limits at a point: introduction, Examples. Infinite limits: Introduction , Examples.  | Lectures presented in PDF format | Daily exams homework assignments monthly exams     |
| 8+9                 | 4     | PUBLIC SPACES              | Zoning and Traffic System, Arrival and Entrance, Public Spaces in and Around the Hospital: Streets, Squares, Patios, Waiting Areas, Healing Gardens, Way finding: Signage and Orientation Systems   | Lectures presented in PDF format | Daily exams homework assignments monthly exams     |
| 10 +11              | 4     | TREATMENT AREAS            | Planning: an Integral Approach, Outpatient Department, Inpatient Wards, Diagnostic Imaging, Operating Theater and Recovery Area, Intensive Care Unit, Emergency Department, Laboratory Department.  | Lectures presented in PDF format | Daily exams homework assignments monthly           |

|    |   |                                 |   |                                  |   |
|----|---|---------------------------------|---|----------------------------------|---|
| 12 | 4 | <b>GENERAL HOSPITALS Part 1</b> | Circle Bath, Butaro District Hospital Butaro, Rwanda<br>MASS Design Group, Private Hospital, Lille, France<br>Jean-Philippe Pargade Architectes, Extension Kolding Hospital Kolding, Denmark<br>Schmidt Hammer Lassen Architects, AZ Groeninge Kortrijk, Belgium<br>Baumschlager Eberle Architekten<br>Zaans Medisch Centrum. | Lectures presented in PDF format | Daily exams<br>homework assignments monthly |
| 13 | 4 | <b>GENERAL HOSPITALS Part 2</b> | Hôpital Riviera-Chablais, Medisch Spectrum Twente Enschede, Rey Juan Carlos Hospital, Meander Medisch Centrum, Cleveland Clinic Abu Dhabi.  | Lectures presented in PDF format | Daily exams<br>homework assignments monthly |
| 14 | 4 | <b>CHILDREN'S HOSPITALS</b>     | Nemours Children's Hospital, Randall Children's Hospital, Juliana Children's Hospital, Mother-Child and Surgical Center, Children's Hospital, Royal Children's Hospital.  | Lectures presented in PDF format | Daily exams<br>homework assignments monthly |
| 15 | 4 | <b>UNIVERSITY HOSPITALS</b>     | Center for Surgical Medicine, University Hospital, Düsseldorf, St. Olav's Hospital, Akershus University Hospital, Reconstruction of the Johann Wolfgang Goethe University Hospital, Erasmus MC Hospital and Education Center  | Lectures presented in PDF format | Daily exams<br>homework assignments monthly |

## 12- Course Evaluation

- ☑ Daily exams with practical and scientific questions.
- ☑ Participation scores for difficult competition questions among students
- ☑ Establishing grades for environmental duties and the reports assigned to them
- ☑ Semester exams for the curriculum, in addition to the mid-year exam and final exam

## 13- Learning and Teaching Resources

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| Required textbooks (curricular books, if any)                      | Hospital_Design_Guide_How_to_get_started   |
| Main references (sources)  | <ul style="list-style-type: none"> <li>• College library to obtain additional sources for academic curricula</li> <li>• Check scientific websites to see recent developments in the subject</li> </ul> |
| Recommended books and references (scientific journals, reports...) | All reputable scientific journals that are related to the broad concept of designing hospitals and their results   |

